

KING COUNTY EQUITY IMPACT REVIEW TOOL

MARCH 2009



King County

Introduction

The Equity and Social Justice Initiative asks all King County employees to change the way we do business—by making equity and social justice central to our work. As a part of this initiative, all King County Departments are being directed to use the Equity Impact Review (EIR) tool to ensure that promoting equity is intentionally considered in the development and implementation of key policies and programs and in major revisions to a policy or program.

This is a new way of thinking about policies and programs across County departments. Decisions that are made every day across the County benefit some and burden others. By assessing equity impact, King County can assess whether policy/program proposals advance a shared agenda of fairness; spread the burdens fairly; and help address historic patterns of institutional bias and discrimination. (Hereinafter, the term “proposal” will be used to refer to policies, programs, or projects.) Developing *equitable* policies will be a critical step to changing our economic, physical and social environments—where we live, work, and play. The EIR tool is both a process and a tool to identify, evaluate, and communicate the potential impact - both positive and negative - of a policy or program on people with a particular focus on communities of color, low income communities, and limited English proficient (LEP) communities.

This tool is designed to assist users in:

- Identifying the impact of policies or programs on equity while under development or undergoing revision;
- Assessing the disproportionate distribution of the impacts across different populations;
- Making recommendations for programs and policies to promote equity and mitigate adverse impacts.

To ensure a common understanding of what is meant by equity we offer the following definition. Equity is defined as: Everyone has an equal opportunity to attain their full potential. Equity implies a need for fairness in the distribution of benefits and burdens, and the entitlement of everyone to an acceptable quality and standard of living.

The EIR tool is based on a broad model that recognizes that well-being is not just the product of individual characteristics—genetics, behaviors, and lifestyle choices—but also of social, economic, and environmental conditions. Many factors come together to affect the well-being of individuals and communities. Determinants of equity can be defined as the leading factors that contribute to individuals or populations having a fair opportunity to attain their full potential. To a large extent, factors such as where we live, racial justice, affordable and healthy housing, and availability of living wage jobs all have considerable impacts on the opportunity to attain one’s full potential necessary for quality of life.

This tool, which consists of 3 Stages, will offer a systematic way of gathering information to inform planning and decision-making about public policies and programs which impact equity in King County. The 3 Stages are as follows:

Stage I What is the impact of the proposal on determinants of equity?
The aim of the first stage is to determine whether the proposal will have an impact on equity or not. This stage also requires an assessment of the magnitude or significance of the impact. Stage I includes a worksheet to identify which determinants of equity may be affected by the proposal under consideration.

Stage II Assessment: Who is affected?
This stage identifies who is likely to be affected by the proposal. It requires evidence or data to help identify the population groups that will experience a differential impact and asks if the impacts will be disproportionately greater for communities of color, low-income communities, or LEP communities. This stage helps identify which communities will benefit and which communities are burdened.

Stage III Impact Review: Opportunities for Action
The third stage involves identifying the impacts of the proposal from an equity perspective. The goal is to develop a list of likely impacts and actions to ensure that negative impacts are mitigated and positive impacts are enhanced.

This stage includes three steps:

A. Identification of actions to mitigate/enhance negative/positive impacts
The goal of Stage III.A is to identify the impacts of the proposal from an equity perspective. This worksheet has the reviewer(s) list the affected populations identified in Stage II and develop a list of likely impacts and actions to ensure that negative impacts are mitigated and positive impacts are enhanced.

B. Prioritization of Actions
The goal of Stage III.B is to prioritize the actions that are needed to enhance or mitigate the impacts. It asks the reviewer to take the actions listed in the Stage III.A worksheet and to assess each action's likely impact on equity, what is needed to increase the feasibility, and what resources might be needed to implement the identified mitigating or corrective actions.

C. Recommendation(s) and Rationale
The goal of Stage III.C is to propose set of recommendations for modifying the proposal. When modifications are not possible, the option of not proceeding with the proposal needs to be addressed.

Stage I: What is the impact on determinants of equity?

The aim of this stage is to determine whether the proposal will have an impact on equity. This stage also requires an assessment of the magnitude or significance of the impact.

Policy or program title:

Department and/or division:

A. Describe the proposal (include objectives and general geographic area of focus)

B. What are the intended outcomes of this policy or program?

Stage I: What is the impact on determinants of equity? (continued)

The Stage One worksheet lists determinants of equity that may be affected by the proposed program/policy that you are considering.

As a first step in using this tool, please read through this list.

- **Racial justice in county practices** – e.g., recruitment, hiring, and retention, contracting, other internal business practices
 - **Availability of family wage jobs/job training**
 - **Community Economic Development** – e.g., local business development and business retention
 - **Affordable, quality, and healthy housing**
 - **Early childhood development**
 - **Quality education**
 - **Healthy physical environment** – including climate, air and water, and exposure to toxic substances
 - **Community and Public Safety**
 - **Neighborhood Social Cohesion** – e.g. strength of social relations and shared values, willingness to intervene on behalf of common good; trust among neighbors
 - **Access to all modes of safe and efficient transportation** – e.g. walking, biking, public transit
 - **Access to affordable food systems and affordable and healthy foods**
 - **Access to parks and nature**
 - **Access to affordable and culturally appropriate health and human services**
- Think about what you know about the proposed program or policy and consider whether and how it may impact any of the factors listed. This stage assumes a basic understanding of determinants and their relationship to equity.
- **If your answer is none, you are done.** If you decide that the program/policy may, in fact, impact one or more of those factors, then you should proceed to complete the Stage I worksheet.

The **Stage I** worksheet is where you identify the magnitude of the proposal's impact (either positive or negative) on the determinants of equity. Is the impact of significant magnitude? There are a number of ways in which you could evaluate the magnitude of the potential impacts. Whenever possible you should consider:

- **The magnitude of the proposal's focus on a determinant of equity?** Is the focus primary, somewhat, or minimal?

High -The proposal directly impacts the determinant.

Low -The proposal indirectly impacts the determinant.

N/A – The proposal is not applicable to this determinant

Provide a brief rationale for your selection of the potential impact's magnitude.

KEY DETERMINANTS OF EQUITY	IMPACT	RATIONALE FOR IMPACT
1. Racial justice in County practices e.g.) recruitment, hiring, and retention, contracting, other internal business practices	<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> N/A	
2. Availability of family wage jobs/job training	<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> N/A	
3. Community Economic Development e.g.) local business development and business retention	<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> N/A	
4. Affordable, quality, and healthy housing	<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> N/A	
5. Early childhood development	<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> N/A	
6. Quality education	<input type="checkbox"/> High <input type="checkbox"/> Low <input type="checkbox"/> N/A	

KEY DETERMINANTS OF EQUITY (continued)	IMPACT	RATIONALE FOR IMPACT
7. Healthy physical environment: <ul style="list-style-type: none"> ▪ Climate ▪ Air and water ▪ Exposure to toxic substances 	___ High ___ Low ___ N/A	
8. Community and Public Safety	___ High ___ Low ___ N/A	
9. Neighborhood Social Cohesion e.g.) strength of social relations and shared values, willingness to intervene on behalf of common good; trust among neighbors	___ High ___ Low ___ N/A	
10. Access to all modes of safe and efficient transportation (e.g. walking, biking, public transit)	___ High ___ Low ___ N/A	
11. Access to affordable food systems and affordable and healthy foods	___ High ___ Low ___ N/A	
12. Access to parks and nature	___ High ___ Low ___ N/A	
13. Access to affordable and culturally appropriate health and human services	___ High ___ Low ___ N/A	

Proceed to Stage II

STAGE II: Who is affected?

This stage identifies who is likely to be affected by the proposal. Use data to identify the population groups that will experience a differential impact. Are the impacts disproportionately greater for communities of color, low-income communities, or LEP communities? At the end of this stage you will be able to identify which communities will benefit and which communities are burdened.

RESOURCES

The following resources can help you determine who may be impacted throughout the county.

- King County 2000 Census data <<http://www5.metrokc.gov/KCCensus>>
- GIS maps in public folders <Public folders → Executive → Equity → Resources → ESJI Maps>
- Department or division specific data (data your department has always looked at)
- Data on clients or consumers of services
- Data on community partners or contractors who provide services (they may also be a source of data)
- Relevant research or literature

PROPOSED PROGRAM/POLICY: _____

Stage II – A. Equity Assessment (provide a map and a detailed description using tables, charts or graphs for each item):

Is your proposal (please check one of the following):

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> A county-wide proposal | <i>If yes: Go to S.II.A.1</i> |
| <input type="checkbox"/> A proposal focused on a specific geographic area | <i>If yes: Go to S.II.A.2</i> |
| <input type="checkbox"/> A capital project | <i>If yes: Go to S.II.A.3</i> |
| <input type="checkbox"/> A proposal focused on a special population | <i>If yes: Go to S.II.A.4</i> |
| <input type="checkbox"/> An internal county proposal | <i>If yes: Go to S.II.A.5</i> |

S.II.A.1. IF COUNTY-WIDE PROPOSALS: identify population characteristics and maps relevant to the population most directly affected (attach maps or other data as necessary).

[When S.II.A.1 is complete, proceed to S.II.B.1]

S.II.A.2. IF SPECIFIC GEOGRAPHIC REGION(S): identify the demographics of the area, particularly by race/ethnicity, income level and limited English proficiency (attach maps or other data as necessary).

[When S.II.A.1 is complete, proceed to S.II.B.1]

S.II.A.3. IF CAPITAL PROJECT: identify both population characteristics and maps relevant to the entire County as well as geographic areas or specific populations that are specifically targeted in this proposal (attach maps or other data as necessary).

[When S.II.A.3 is complete, proceed to S.II.B.1]

S.II.A.4. IF SPECIAL POPULATION(S) (not defined geographically): identify the demographics of the population, particularly by race/ethnicity, income level and limited English proficiency (attach maps or other data as necessary).

[When S.II.A.4 is complete, proceed to S.II.B.1]

S.II.A.5. IF INTERNAL COUNTY PROPOSAL: identify the demographics of the department, division, or area of focus for the proposal, particularly by race/ethnicity and income level as the data is available.

[When S.II.A.4 is complete, proceed to S.II.B.1]

Stage II – B. Analysis

Using the assessment information above, review and interpret your findings to determine which population group(s) will benefit and which will not.

S.II.B.1. Please list race/ethnicity and low income groups positively or negatively affected by the proposal. (These are the groups identified above in responses to SII.A.1, 2, 3, or 4)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

[FOR CAPITAL PROJECTS, proceed to S.II.B.3]

[FOR COUNTY-WIDE PROPOSALS, proceed to STAGE III]

S.II.B.2. *If the proposal is not county-wide*, provide information for why you selected this geographic area instead of other areas of the County where the impact on low-income communities, communities of color, and LEP communities may be equal or greater.

S.II.B.3. *For capital projects*, will this project have a negative or positive impact on the surrounding community or increase the current burdens to that community? (YES or No)
If yes, please describe.

Proceed to Stage III

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Stage III: Impact Review: Opportunities for Action

A. Actions to mitigate/enhance negative/positive impact

Stage III.A involves identifying the impacts of the proposal from an equity perspective. The goal is to develop a list of likely impacts and actions to ensure that negative impacts are mitigated and positive impacts are enhanced.

Complete Column 1 of the Stage III.A worksheet using the responses listed in Stage II.B.1. Columns 2 and 3 are a detailed discussion of the positive and negative impacts of the proposal on the identified population groups by race/ethnicity, income and limited English speakers. In Column 4, describe any recommendations or actions which arise from your discussions about impact. These might include:

- Ways in which the program/policy could be modified to enhance positive impacts, to reduce negative impacts for identified population groups;
- Ways in which benefits of modifying program/policy to remove differential impacts outweigh the costs or disadvantages of doing so;
- Ways in which existing partnerships could be strengthened to benefit the most affected.

STAGE III.A. WORKSHEET

PROPOSED PROGRAM/POLICY: _____

Determinants of Equity Affected by Policy/Program (from S.I worksheet): _____

(1) Population(s) Affected Disproportionately <small>(populations from S.II.B.1 list)</small>	(2) Describe Potential Positive Impact (Beneficial)	(3) Describe Potential Negative Impact (Adverse)	(4) Actions to enhance positive or mitigate negative/other comments <small>(these responses also complete the first column of S.III.B worksheet)</small>

Stage III.B: Prioritization of Actions

The goal of this stage is to prioritize the actions that are needed to enhance or mitigate the impacts.

It may prove impossible to consider all potential impacts and identified actions. In this stage, participants are encouraged to prioritize or rank the actions based on the likelihood to impact equity. For each of the actions the following should be considered:

- the costs of the action
- what other resources are needed
- who will implement the action
- the timing of the actions

Column 1 List the actions your team proposed in Column 4 of the Stage III.A worksheet.

Column 2 Relative to the other actions being considered in this worksheet, is the impact on equity likely to be high or low?

Column 3 What needs to happen in order to increase the feasibility of the actions being considered? What steps need to be taken? What else has to happen?

Column 4 What resources are going to be needed to implement the actions being considered?

STAGE III.B. WORKSHEET

PROPOSED PROGRAM/POLICY: _____

(1) Identified Actions <small>(actions from S.III.A. Column 4)</small>	(2) Likely Impact on Equity	(3) What is needed to increase feasibility?	(4) What resources & time are needed to implement?
	<input type="checkbox"/> High <input type="checkbox"/> Low		
	<input type="checkbox"/> High <input type="checkbox"/> Low		
	<input type="checkbox"/> High <input type="checkbox"/> Low		
	<input type="checkbox"/> High <input type="checkbox"/> Low		
	<input type="checkbox"/> High <input type="checkbox"/> Low		
	<input type="checkbox"/> High <input type="checkbox"/> Low		
	<input type="checkbox"/> High <input type="checkbox"/> Low		
	<input type="checkbox"/> High <input type="checkbox"/> Low		

Proceed to Stage III.C

Stage III.C: Recommendation(s) and Rationale

The goal of Stage III.C is to propose set of recommendations for modifying the proposal. When modifications are not possible, the option of not proceeding with the proposal needs to be addressed.

Occasionally, it is possible to find a single, clear solution which will provide the optimum impact. However, in most cases a series of options will be defined and presented. Recommendations should be prioritized as appropriate.

PROPOSED PROGRAM/POLICY: _____

S.III.C.1. Based on your review of actions in Stage III.B, please list your recommendations for the policy/program and why you chose them. Please describe the next steps for implementation.

S.III.C.2. Who participated in the equity impact review process?
